

«Аудиовизуальные средства на уроках английского языка (на материале ресурсов TEDTalks, Genial.ly, Learningapps.org)»

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Данный мастер-класс предназначен для учителей английского языка. Актуальность темы мастер-класса обусловлена существующими проблемами обучения различным видам речевой деятельности и поиском оптимальных условий и эффективных методов обучения.

В преподавании иностранного языка важно подчеркнуть необходимость выработки практических навыков владения языком. При этом следует четко разграничивать знания о языке и владение языком. При овладении иностранным языком на первый план выдвигается речевая деятельность, а не теория. Однако знания, теоретические сведения составляют определенную базу практической деятельности, а установление обоснованной пропорции теории и практики в обучении (1:3) является одним из условий эффективной системы преподавания [2, с. 45].

В качестве предмета обучения речевая деятельность отнюдь не представляет собой только идеальный предмет, а сочетает в себе как идеальный аспект (мысли), так и материальный, т. е. иноязычные средства ее выражения, выступающие в процессе преподавания иностранного языка тоже как предмет, на который направлено обучение [1, с. 143].

Если подойти к речевой деятельности с точки зрения обучения, к тому же с точки зрения обучения иноязычной речевой деятельности, то картина в значительной мере усложнится, так как психологические аспекты рассмотрения речевой деятельности вступят во взаимодействие с педагогическими, дидактическими и лингвистическими аспектами, что создаст специфический синтезированный методический аспект ее рассмотрения [1, с. 146].

Механизмы речепорождения очень сложны. И очень часто мы либо заикливаемся на мотивации и новых методах преподавания, которые предполагают активность учащихся, нестандартные формы проведения занятий, забывая наполнять их содержанием, тем самым превращая в игру. Либо чрезмерно углубляемся в отработку языкового материала, не уделяя должного внимания практике речи.

Данный мастер-класс позволяет учителю организовать грамотное использование аудиовизуальных средств, исходя из специфики обучения речевой деятельности. В мастер-классе представлена технология работы с аудио- и видеоматериалами, применяются различные методы: словесные, наглядные, методы проблемного обучения, интерактивные методы. Для проведения мастер-класса используются информационно-коммуникационные

технологии. Презентация опыта учителя осуществляется с помощью ресурсов Genial.ly. и Learningapps.org. В начале мастер-класса педагог проводит беседу и определяет проблему, которую необходимо решить. Затем проводится имитационная игра со слушателями с демонстрацией приемов эффективной работы с учащимися. После этого слушатели работают самостоятельно в группах. Их задача – разработать собственные упражнения к видеоматериалам и продемонстрировать их при помощи ресурсов Genial.ly и Learningapps.org.

На наш взгляд, для успешной активизации речевой деятельности учащихся необходимо соблюсти ряд условий:

1. Материал урока и средства, используемые на нем, должны вызывать интерес и повышать мотивацию к самостоятельной учебной деятельности. Часть заданий должны носить творческий и проблемный характер, чтобы учащиеся хотели выразить свою точку зрения, вступить в беседу или дискуссию.

2. Обучение должно быть максимально практико-ориентированным с разумным количеством теории, которая будет облегчать применение знаний на практике. Нельзя забывать о лексике и грамматике. Часть заданий должна быть направлена на отработку языкового материала и грамматических конструкций, которые учащиеся будут использовать в речи. Ведь для того, чтобы выразить какую-то мысль, учащиеся должны знать, как ее , при помощи каких средств. Отработке данной стороны в процессе обучения необходимо уделять должное внимание.

В мастер-классе показано, как придерживаться золотой середины и грамотно подбирать материал урока, аудиовизуальные средства и упражнения, чтобы учебное занятие было не только привлекательным по форме, но и наполнено содержанием. В данном случае речь пойдет об использовании материалов с электронного ресурса TEDTALKS. Все упражнения, предлагаемые к данному видеоматериалу, разработаны непосредственно учителем.

Применение демонстрируемой системы упражнений и средств их презентации обеспечивает активизацию речевой деятельности учащихся, учитывая психолингвистический аспект обучения речевой деятельности на иностранном языке. Таким образом, учебная деятельность становится источником внутреннего развития школьника, формирования его творческих способностей и личностных качеств.

Для проведения мастер-класса используются элементы активной оценки.

Цель мастер-класса: презентация опыта работы использования аудиовизуальных средств на уроках английского языка с целью активизации речевой деятельности учащихся.

Задачи:

- определить проблемы активизации речевой деятельности учащихся и пути решения данных проблем;
- показать примеры упражнений, разработанных на материалах TED TALKS;
- показать возможности презентации разработанных упражнений при помощи таких ресурсов, как Learningapps, Genial.ly
- обеспечить получение нового опыта участниками мастер-класса путем создания образцов учебных материалов.
- организовать обмен мнениями присутствующих.

Ход мастер-класса

I. Организационный этап

Учитель зачитывает афоризм: Tell me and I forget. Teach me and I remember. Involve me and I learn. *Benjamin Franklin*

Постановка проблемы:

- ✓ Как Вы считаете, почему я выбрала именно эту цитату?
- ✓ Скажите, пожалуйста, что вы сегодня услышите, увидите и попробуете сделать? Какая наша сегодняшняя цель? Какие задачи? (Ознакомление с целью и задачами мастер-класса.)

II. Теоретическая часть.

С какими основными трудностями сталкиваются дети в процессе говорения?

Предполагаемый ответ: 1. Что сказать. 2. Как сказать.

Как решить первую проблему?

Предполагаемый ответ.

Интересный материал урока, который заставит задуматься и высказаться. Это могут быть видеоролики и аудиоматериалы с интернет-ресурсов по изучению языка, реклама, фильмы на иностранном языке, песни, интересные статьи на актуальные темы.

Вторая проблема намного серьезнее, ведь мы понимаем, что если учащийся не владеет языковой стороной высказывания (грамматическими структурами, подходящей лексикой), то он не сможет ничего сказать даже в том случае, если у него появятся мысли. Желание сказать появится тогда, когда у учащегося будет уверенность, что он сможет сказать правильно хотя бы простую фразу.

С такими проблемами в обучении нам помогают справиться аудиовизуальные средства. Особое внимание хотелось бы уделить видеоматериалам. Какие причины необходимости использования видео вы могли бы назвать?

Предполагаемый ответ: а) интерес; б) богатый лексический материал; в) невербальная коммуникация; г) живая речь (язык) / имитация; д) поощрение самостоятельной работы учащихся.

Какие есть особенности работы с видеоматериалами?

Предполагаемый ответ: а) тематический отбор материала; б) соблюдение временных рамок; в) обязательное соблюдение этапов работы с видеоматериалами: преддемонстрационный, демонстрационный, постдемонстрационный; г) различные виды упражнений.

III. Практическая часть.

A) Презентация системы упражнений. Выполнение упражнений. Для презентации видеозаписи и некоторых упражнений используется ресурсы **Genial.ly** и **LearningApps.org** (См. ПРИЛОЖЕНИЕ А)

1. Read the quotes. Chose a quote you like.

1. The limits of my language are the limits of my life. *Ludwig Wittgenstein*
2. The more languages you know, the more you are human. *Tomáš Garrigue Masaryk*
3. To learn a language is to have one more window from which to look at the world. *Chinese Proverb*
4. Live as if you were to die tomorrow. Learn as if you were to live forever. *Gandhi*

5. To have another language is to possess a second soul. *Charlemagne*

6. You live a new life for every new language you speak. If you know only one language, you live only once. *Czech Proverb*

7. Learning is a treasure that will follow its owner everywhere. *Chinese Proverb*

What do you think what will be the theme of our today's lesson?

Key question: There are a lot of secrets of learning languages. What is the main secret of learning a new language?

What is the aim of our lesson? How can we achieve it?

Tasks:

- learn new words and revise some grammar rules

- listen to the speech of Lýdia Machová The secrets of learning a new language (understanding 80%) and make tasks after listening

- discuss the ways of learning a new language

Преддемонстрационный этап:

2. Look through the list of new words. Try to memorize them!

giveanothertry – попытаться еще раз

currently ['kʌr(ə)ntli] – теперь, в настоящее время

fluency ['flu:ən(t)sɪ] – беглость речи

enable [ɪ'neɪbl] – давать возможность

decide [dɪ'saɪd] – решать, принимать решение, делать выбор

keep on – продолжать (делать что-л.)

feedback ['fi:dbæk] – отклик, отзыв, ответная реакция

stranger ['streɪndʒə] – незнакомец

figure out – 1) вычислять; 2) понимать, постигать; 3) разгадывать

ingenious [ɪn'dʒi:niəs] – 1) изобретательный, находчивый, искусный; 2) своеобразный, оригинальный

frequent ['fri:kwənt] – частый; часто встречающийся, повторяющийся; обычный

approach [ə'prəʊtʃ] – приближение; наступление; 4) подход (к решению проблемы, задачи)

unique [ju:'ni:k] – 1) уникальный, единственный в своём роде, исключительный

dawn on – приходить в голову, осеять, внезапно понять

gibberish ['dʒɪb(ə)rɪʃ] – невнятная, непонятная, бессвязная речь; тарабарщина; неграмотная речь

crucial ['kru:ʃ(ə)l] – ключевой; критический, решающий

store – хранить, сохранять

short-term memory – кратковременная память

visible ['vɪzəbl] – видимый, видный

improvement [ɪm'pru:vmənt] – улучшение, усовершенствование; исправление; развитие

in small chunks – маленькими частями

vividly – живо

mind [maɪnd] – возражать, иметь что-л. против (в вопросительном или отрицательном предложении, а также в утвердительном ответе)

long term – длительный срок; долгосрочный период

available – доступный; имеющийся в распоряжении, наличный

3. Match the words with their synonyms. (Данное упражнение представлено в Learningapps.org).

1) store	a) understand, solve, calculate
2) figure out	b) continue
3) decide	c) determine, resolve, settle
4) dawn on	d) conserve
5) keep on	e) realize, to think (of), to hit (on), to take into one's head, to come to mind, to occur (to)

4. Match the words with their antonyms.

1) ingenious	a) unimportant
2) crucial	b) rare; uncommon; infrequent
3) available	c) usual, common, ordinary
4) frequent	d) unavailable
5) unique	e) invisible
6) vividly	f) uncreative, unresourceful, uningenious
7) visible	g) slowly

5. Match the words with their definitions. (Данное упражнение представлено в Learningapps.org).

1) improvement	a) a person whom one does not know or with whom one is not familiar
2) short-term memory	b) give (someone) the authority or means to do something; make it possible for; make (something) possible
3) approach	c) the ability to speak or write a particular foreign language easily and accurately
4) fluency	d) an example of improving or being improved
5) gibberish	e) a way of dealing with a situation or problem; the action of coming near or nearer to someone or something in distance or time
6) stranger	f) information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement

7) feedback	g) the capacity for holding, but not manipulating, a small amount of information in mind in an active, readily available state for a short period of time.
8) enable	h) unintelligible or meaningless speech or writing; nonsense

6. Use the verbs in brackets in the correct form. (Данное упражнение представлено в Learningapps.org).

1. Do you want (to earn) more money? 2. He enjoys (to talk). 3. I don't like (to walk) very fast. 4. I tried (to get) in touch with you last week but you were away. 5. She stopped (to talk) about her illness. 6. Would you mind (to run) through the details once more? 7. I kept on (to watch) TV. 8. My teachers helped me (to realize) my strengths. 9. I love (to learn) foreign languages. 10. He decided (to join) us. 11. What enables us (to learn) languages? 12. A lot of people are spending years trying (to learn) even one language. 13. I can't imagine (to speak) to native speakers right away.

7. Watch the video and choose the quote which fits best to it.

Демонстрационный этап. На данном этапе возможно использование текста видеоролика (См. ПРИЛОЖЕНИЕ Б)

8. True or False. Correct the mistakes.

- Lýdia Machová decided to meet other people like her and find out, what enables them to learn languages so much faster than other people.
- Benny's method is to start reading from day one.
- Lucas from Brazil had a really interesting method to learn Russian.
- Benny had 11 years of Irish Gaelic and five years of German at school.
- Lucas tried to learn English at school for 10 years. He was one of the best students in class.
- Meeting other polyglots helped Lýdia Machová realize that it is really crucial to find enjoyment in the process of learning languages, and this joy is enough.

9. Fill the gaps with the correct words. (Данное упражнение представлено в Learningapps.org)

mind, polyglots, dawned on, vividly, gibberish, approaches, revise, systematically, learning

- If I asked a hundred different polyglots, I heard a hundred different ... to learning languages.
- And as I was listening to these polyglots telling me about their methods, it suddenly ... me: the one thing we all have in common is that we simply found ways to enjoy the language-learning process.
- I decided to watch "Friends," my favorite sitcom, in German, and again, at the beginning it was all just
- We simply found ways how to enjoy the process, how to turn language ... from a boring school subject into a pleasant activity which you don't ... doing every day.
- That would be the perfect time to ... some vocabulary.
- I ... remember the moment when I understood the first joke in German when watching "Friends."
- Find effective methods which you can use ... over the period of some time in a way which you enjoy, and this is how ... learn languages within months, not years.

10. Answer the questions.

1. Why was Lýdia Machová bored learning Spanish? How did she solve this problem?
2. How does Benny start learning a foreign language?
3. How did Lucas from Brazil learn Russian?
3. What did Lýdia decide when she was learning German?
4. What do all polyglots have in common in Lýdia's opinion?
5. What do we need to achieve fluency in a foreign language?
6. What questions would you ask a polyglot if you met one?

11. Imagine that you are Lýdia Machová, who wants to know the secrets of other polyglots.

Make a conversation between Lýdia and a famous polyglot. Role play the dialog. Use prompts:

<p>Greeting</p> <p>– ...</p>	<p>– ...</p>
<p>– What language (to be) the (hard) for you to learn?</p> <p>– What (to be) your favourite language to learn?</p> <p>– What language ... polyglots (to use) to understand other languages?</p> <p>– What (to be) the best way to learn a new language?</p> <p>– Which (to be) more important learning grammar or learning vocabularly?</p> <p>– How long ... it (to take) to learn a new language?</p>	<p>- I don't know ...</p> <p>Mayby ...</p> <p>It is hard to answer ...</p> <p>I think ...</p> <p>In my opinion ...</p> <p>From my point of view ...</p> <p>– ...</p> <p>– ...</p> <p>– ...</p>

12. Legendary activity. You are going to take part in a program

TV journalists are going to make a program "Success in learning". They ask famous polyglots about their ideas of learning new languages.

Procedure

Step 1

- One of the groups has to prepare the role of the interviewer and write down the questions interviewer could ask the participants of the program. A second group represents famous polyglots. They should give advice how to learn a foreign language. But they have different methods of learning. The third group represents people who have bad experience in learning languages.

Step 2

- Each participant of the program is interviewed by a different interviewer in turn in front of the class. At the beginning of the role play each member of participant of the program introduces himself.

Group 1

- You are journalists. You are going to make a report about the best way of learning a foreign language and prepared some questions.

1. What language is the hardest for you to learn as a polyglot?
2. What was your favourite language to learn?
3. What language do polyglots use to understand other languages?
4. What is the best way to learn a new language?
5. Which is more important learning grammar or learning vocabulary?
6. How long does it take to learn a new language?

Group 2

You are famous polyglots.

Dmitry Yuryevich Petrov. You are a famous Russian polyglot, simultaneous translator, lecturer, broadcaster, teacher. You are a host of a reality show "Polyglot" on TV channel "Russia-K". You entered Moscow State Linguistic University in 1975. You worked with Soviet and Russian presidents. You were an interpreter for Mikhail Gorbachev, Boris Yeltsin, Vladimir Putin. In 2014 you won a prestigious TEF award for his reality show "Polyglot". You can read in 50 languages, but work with 8 languages: English, French, Italian, Spanish, German, Czech, Greek and Hindi

Lýdia Machová. You've been learning foreign languages since you were 11 years old. You started with English and German at school, and in your adult life, you usually learn a new language every other year by yourself. At present, you are fluent in 7 foreign languages (English, German, Spanish, Polish, French, Russian and Esperanto); You've forgotten one language over the time (the Slovak sign language) and you are learning your 9th language (Swahili). You've been helping people to learn foreign languages ever since high school. You can never teach anyone a language by using traditional methods that you know from school.

Timothy Doner. You are a linguistics expert. You are known for your Polyglot Pal YouTube channel. You have gained widespread popularity for your ability to speak over 20 languages with varying degrees of proficiency. You began your language education at the age of thirteen. You became interested in the Middle East and started studying Hebrew on your own. You were soon hooked on the Israeli funk group Hadag Nachash, and would listen to the same album every single morning. At the end of a month, you had memorized about twenty of their songs by heart — even though you had no clue what they meant. But once you learned the translations it was almost as if you had downloaded a dictionary into your head; you now knew several hundred Hebrew words and phrases — and you'd never had to open a textbook.

Group 3

You are a group of students who are unsuccessful in learning foreign languages.

- **Olga.** You are a Belarusian student who wants to learn English. Your favourite subject is English. Every free minute you spend learning languages. You are devoted to your work. You read a lot of books, you learn grammar. Sometimes you watch films in English. But it is hard for you to speak fluently.

- **Minchzhu.** You are from China. You want to learn Russian. But it is hard for you to pronounce Russian words correctly. You can read, you can understand Russian people. But if you speak Russian, they don't understand.

• Brenda. You are a girl of 12. You love Russian. You want to visit Russia. You don't know how to begin learning the Russian language. You think that Russian is very difficult.

• Pavel. You are a boy of 14. You are a good student at school. Your favorite subject is History and PE, but you hate English. You don't like your teacher. You don't understand why you should learn grammar. You are not good at reading. It is really hard for you to read correctly.

10. Imagine that you are a famous polyglot. Tell us about your personal experience in learning languages. Use the speech of Lýdia Machová and the words and word combinations below

Have problems with, try, look for, find a way, means, watch movies, cartoons, read newspapers and magazines, in English, give up, use, decide, frequent.

**11. Write an advert for your school of English. Use the example. (См. ПРИЛОЖЕНИЕ В)
Б) Разработка системы упражнений.**

Слушатели пользуются интерактивным плакатом, на котором размещены ссылки на актуальные видеоматериалы. Они переходят по ссылкам на ресурс TEDTalks, затем разрабатывают свою систему упражнений. (См. ПРИЛОЖЕНИЕ Г). Осуществляется работа в группах (парах), у каждой группы свое видео.

Задачи определить:

- уровень сложности,
- тему, где можно использовать данный материал,
- как его можно использовать,
- разработать примеры упражнений (на каждый из этапов – по 2–3 упражнения).

IV. Презентация работ учителей.

На данном этапе учителя показывают свои работы, для презентации может использоваться ресурс Genial.ly и Learningapps.

V. Подведение итогов. Рефлексия.

Организуется дискуссия. На данном этапе обсуждаются плюсы и минусы использования видеоматериалов на уроках английского языка, особенности их презентации и системы упражнений. Участники рассказывают о своих впечатлениях о том, что им понравилось, чему они научились, что будут использовать.

Литература

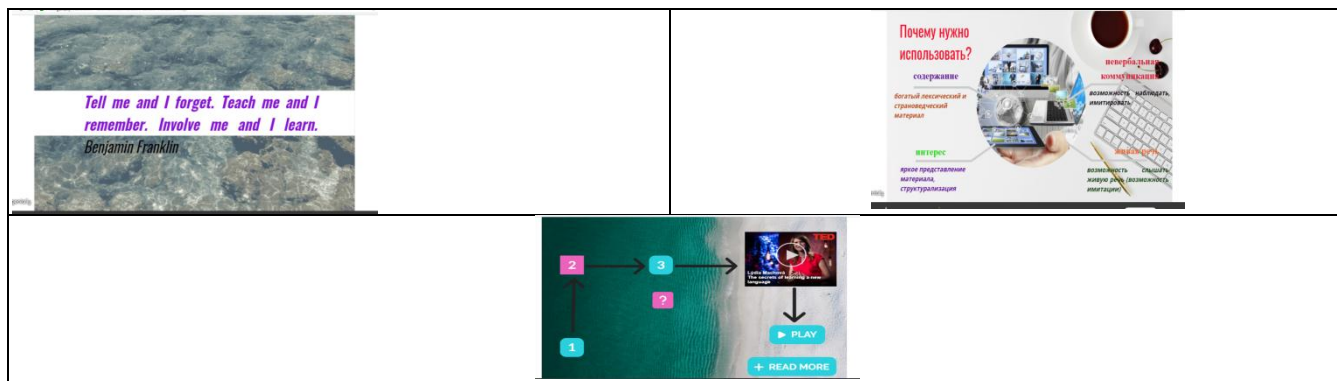
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2. Хрестоматия по методике преподавания русского языка как иностранного / сост.: Л. В. Московкин, А. Н. Щукин. – М.: Русский язык. Курсы, 2010. – 552 с.

ПРИЛОЖЕНИЕ А

Интерактивный плакат

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ПРИЛОЖЕНИЕ Б

Текст к видеозаписи

The secrets of learning a new language

I love learning foreign languages. In fact, I love it so much that I like to learn a new language every two years, currently working on my eighth one. When people find that out about me, they always ask me, "How do you do that? What's your secret?" And to be honest, for many years, my answer would be, "I don't know. I simply love learning languages." But people were never happy with that answer. They wanted to know why they are spending years trying to learn even one language, never achieving fluency, and here I come, learning one language after another. They wanted to know the secret of polyglots, people who speak a lot of languages. And that made me wonder, too, how do actually other polyglots do it? What do we have in common? And what is it that enables us to learn languages so much faster than other people? I decided to meet other people like me and find that out.

00:51 The best place to meet a lot of polyglots is an event where hundreds of language lovers meet in one place to practice their languages. There are several such polyglot events organized all around the world, and so I decided to go there and ask polyglots about the methods that they use.

01:07 And so I met Benny from Ireland, who told me that his method is to start speaking from day one. He learns a few phrases from a travel phrasebook and goes to meet native speakers and starts having conversations with them right away. He doesn't mind making even 200 mistakes a day, because that's how he learns, based on the feedback. And the best thing is, he doesn't even need to travel a lot today, because you can easily have conversations with native speakers from the comfort of your living room, using websites.

01:36 I also met Lucas from Brazil who had a really interesting method to learn Russian. He simply added a hundred random Russian speakers on Skype as friends, and then he opened a chat window with one of them and wrote "Hi" in Russian. And the person replied, "Hi, how are you?" Lucas copied this and put it into a text window with another person, and the person replied, "I'm fine, thank you, and how are you?" Lucas copied this back to the first person, and in this way, he had two strangers have a conversation with each other without knowing about it.

02:11(Laughter)

02:12 And soon he would start typing himself, because he had so many of these conversations that he figured out how the Russian conversation usually starts. What an ingenious method, right?

02:22 And then I met polyglots who always start by imitating sounds of the language, and others who always learn the 500 most frequent words of the language, and yet others who always start by reading about the grammar. If I asked

a hundred different polyglots, I heard a hundred different approaches to learning languages. Everybody seems to have a unique way they learn a language, and yet we all come to the same result of speaking several languages fluently.

02:50 And as I was listening to these polyglots telling me about their methods, it suddenly dawned on me: the one thing we all have in common is that we simply found ways to enjoy the language-learning process. All of these polyglots were talking about language learning as if it was great fun. You should have seen their faces when they were showing me their colorful grammar charts and their carefully handmade flash cards, and their statistics about learning vocabulary using apps, or even how they love to cook based on recipes in a foreign language. All of them use different methods, but they always make sure it's something that they personally enjoy.

03:30 I realized that this is actually how I learn languages myself. When I was learning Spanish, I was bored with the text in the textbook. I mean, who wants to read about Jose asking about the directions to the train station. Right? I wanted to read "Harry Potter" instead, because that was my favorite book as a child, and I have read it many times. So I got the Spanish translation of "Harry Potter" and started reading, and sure enough, I didn't understand almost anything at the beginning, but I kept on reading because I loved the book, and by the end of the book, I was able to follow it almost without any problems. And the same thing happened when I was learning German. I decided to watch "Friends," my favorite sitcom, in German, and again, at the beginning it was all just gibberish. I didn't know where one word finished and another one started, but I kept on watching every day because it's "Friends." I can watch it in any language. I love it so much. And after the second or third season, seriously, the dialogue started to make sense.

04:25 I only realized this after meeting other polyglots. We are no geniuses and we have no shortcut to learning languages. We simply found ways how to enjoy the process, how to turn language learning from a boring school subject into a pleasant activity which you don't mind doing every day. If you don't like writing words down on paper, you can always type them in an app. If you don't like listening to boring textbook material, find interesting content on YouTube or in podcasts for any language. If you're a more introverted person and you can't imagine speaking to native speakers right away, you can apply the method of self-talk. You can talk to yourself in the comfort of your room, describing your plans for the weekend, how your day has been, or even take a random picture from your phone and describe the picture to your imaginary friend. This is how polyglots learn languages, and the best news is, it's available to anyone who is willing to take the learning into their own hands.

05:22 So meeting other polyglots helped me realize that it is really crucial to find enjoyment in the process of learning languages, but also that joy in itself is not enough. If you want to achieve fluency in a foreign language, you'll also need to apply three more principles.

05:39 First of all, you'll need effective methods. If you try to memorize a list of words for a test tomorrow, the words will be stored in your short-term memory and you'll forget them after a few days. If you, however, want to keep words long term, you need to revise them in the course of a few days repeatedly using the so-called space repetition. You can use apps which are based on this system such as Anki or Memrise, or you can write lists of word in a notebook using the Goldlist method, which is also very popular with many polyglots. If you're not sure which methods are effective and what is available out there, just check out polyglots' YouTube channels and websites and get inspiration from them. If it works for them, it will most probably work for you too.

06:22 The third principle to follow is to create a system in your learning. We're all very busy and no one really has time to learn a language today. But we can create that time if we just plan a bit ahead. Can you wake up 15 minutes earlier than you normally do? That would be the perfect time to revise some vocabulary. Can you listen to a podcast on your way to work while driving? Well, that would be great to get some listening experience. There are so many things we can do without even planning that extra time, such as listening to podcasts on our way to work or doing our household chores. The important thing is to create a plan in the learning. "I will practice speaking every Tuesday and Thursday with a friend for 20 minutes. I will listen to a YouTube video while having breakfast." If you create a system in your learning, you don't need to find that extra time, because it will become a part of your everyday life.

07:17 And finally, if you want to learn a language fluently, you need also a bit of patience. It's not possible to learn a language within two months, but it's definitely possible to make a visible improvement in two months, if you learn in small chunks every day in a way that you enjoy. And there is nothing that motivates us more than our own success.

07:39 I vividly remember the moment when I understood the first joke in German when watching "Friends." I was so happy and motivated that I just kept on watching that day two more episodes, and as I kept watching, I had more and more of those moments of understanding, these little victories, and step by step, I got to a level where I could use

the language freely and fluently to express anything. This is a wonderful feeling. I can't get enough of that feeling, and that's why I learn a language every two years.

08:09 So this is the whole polyglot secret. Find effective methods which you can use systematically over the period of some time in a way which you enjoy, and this is how polyglots learn languages within months, not years.

08:23 Now, some of you may be thinking, "That's all very nice to enjoy language learning, but isn't the real secret that you polyglots are just super talented and most of us aren't?"

08:33 Well, there's one thing I haven't told you about Benny and Lucas. Benny had 11 years of Irish Gaelic and five years of German at school. He couldn't speak them at all when graduating. Up to the age of 21, he thought he didn't have the language gene and he could not speak another language. Then he started to look for his way of learning languages, which was speaking to native speakers and getting feedback from them, and today Benny can easily have a conversation in 10 languages. Lucas tried to learn English at school for 10 years. He was one of the worst students in class. His friends even made fun of him and gave him a Russian textbook as a joke because they thought he would never learn that language, or any language. And then Lucas started to experiment with methods, looking for his own way to learn, for example, by having Skype chat conversations with strangers. And after just 10 years, Lucas is able to speak 11 languages fluently.

09:35 Does that sound like a miracle? Well, I see such miracles every single day. As a language mentor, I help people learn languages by themselves, and I see this every day. People struggle with language learning for five, 10, even 20 years, and then they suddenly take their learning into their own hands, start using materials which they enjoy, more effective methods, or they start tracking their learning so that they can appreciate their own progress, and that's when suddenly they magically find the language talent that they were missing all their lives.

10:09 So if you've also tried to learn a language and you gave up, thinking it's too difficult or you don't have the language talent, give it another try. Maybe you're also just one enjoyable method away from learning that language fluently. Maybe you're just one method away from becoming a polyglot.

10:26 Thank you.

ПРИЛОЖЕНИЕ В

Образец рекламы к упражнению 11

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- Academic and general programs.
- Reading methodology program.
- In-house training program.
- Pre-Departure Program for applicants study.
- Workshops & Sem for translator course, visa & other.
- Writing Seminar, etc.

Learning Schedules
- Morning Session 7:30-10:00
- Afternoon Session 13:00-15:00
- Evening Session 18:00-20:00
- Evening Session 19:00-21:00
- Evening Session 19:00-21:00 & 21:00-23:00 (Saturday)
- Weekend Session (on Saturday/ Sunday Morning)

Program Fee
Depending on your chosen program on the level of program & will this subject to change in later term, please call us.

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HARVARD ENGLISH SCHOOL

ПРИЛОЖЕНИЕ Г

Ссылки на интернет-ресурсы для работы в группах

1. [https://www.ted.com/talks/venus keus three ways the universe could end/transcript](https://www.ted.com/talks/venus_keus_three_ways_the_universe_could_end/transcript)
2. [https://www.ted.com/talks/mia_nacamulli_what_would_happen_if_you_didn t drink water/transcript](https://www.ted.com/talks/mia_nacamulli_what_would_happen_if_you_didn_t_drink_water/transcript)
3. https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days/transcript
4. https://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself/transcript